

EMPLOYING EFFECTIVE TEACHERS' LANGUAGE TO CREATE COMMUNICATIVE INTERACTION IN EFL CONTEXT

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Abstract: Di samping penerapan metode/teknik pembelajaran, aplikasi bahasa yang digunakan pendidik atau dikenal dengan istilah teacher talk (TT) merupakan faktor utama penunjang kualitas proses dan hasil pembelajaran. TT tidak hanya sebagai sumber utama belajar bahasa, tetapi juga sebagai alat untuk mengajarkan target bahasa. TT berperan vital sebagai piranti pendidik dalam melaksanakan proses pembelajaran, mengelola, dan mengevaluasi proses serta hasil belajar peserta didik. Pendidik diharapkan mampu mengeksplorasi bahasa yang digunakan secara tepat sesuai dengan tujuan pembelajaran, tingkat penguasaan bahasa dan kebutuhan belajar peserta didik. Untuk menciptakan interaksi komunikatif, pendidik diharapkan mampu menerapkan ragam strategi bertanya yang efektif khususnya jenis pertanyaan referential untuk menggali ide peserta didik, merespon dan memberikan umpan balik fokus pada ide yang disampaikan, menggunakan modifikasi bahasa yang komunikatif ketika berbicara, menjelaskan materi, bertanya, atau dalam memberikan instruksi agar input yang diberikan mudah dipahami dan melakukan negosiasi makna dengan peserta didik. Dapat dikatakan bahwa ada atau tidak adanya aspek-aspek tersebut dalam proses pembelajaran akan mempengaruhi tingkat kualitas interaksi komunikatif di kelas.

إلى جانب تطبيق أساليب / تقنيات التعلم، وتطبيق اللغة المستخدمة كما هو معروف وهو مرب أو معلم حديث (TT) هي العوامل الرئيسية التي تدعم جودة العملية التعليمية والنتائج. TT ليس فقط مصدرا رئيسيا لتعلم اللغة، ولكن أيضا كأداة لتعليم اللغة الهدف. دورا حيويا TT كأداة مرب في تنفيذ عملية التعلم، وإدارة، وتقييم عملية ونتائج التعلم لدى الطلاب. ومن المتوقع المربين لاستكشاف اللغة المستخدمة بشكل مناسب وفقا لأهداف التعلم، ومستوى إتقان اللغة واحتياجات التعلم لدى المتعلمين. لخلق التفاعل التواصلي، ومن المتوقع المربين لتنفيذ مجموعة متنوعة من الاستراتيجيات الفعالة سئل تحديدا أنواع مرجعية من الأسئلة لاستكشاف فكرة من المتعلمين، والاستجابة وتوفير التغذية المرتدة للتركيز على الأفكار المطروحة، وذلك باستخدام تعديل اللغة التواصلية عند الحديث، وشرح المواد، نسال، أو في إعطاء التعليمات التي من السهل أن نفهم مدخلات معينة والتفاوض يعني مع المتعلمين. ويمكن القول أن وجود أو عدم وجود هذه الجوانب في عملية التعلم ويؤثر على مستوى نوعية التفاعل التواصلي في الفصول الدراسية.

Keywords: Pendidik, teknik pembelajaran, TT

INTRODUCTION

For almost ELT in Indonesia, classroom spaces function as the primary place where students are mainly engaged in such particular interaction and exposed with English as the target language. Mostly teachers apply various teaching methods and strategies to optimize their instructional deliveries that cope with learning objectives, students' proficiency levels, and the needs in learning. Even in the ordinary classroom teaching, it is widely found that teachers attempt to adjust the language they use by simplifying their speech, giving it many of the characteristics of foreigner talk and other simplified styles of speech addressed to students.¹ In accord to this, it is expected that students notice the teachers' language input, negotiate meaning and practice the target language. In doing so, it is possible for teachers to engage students in productive and meaningful classroom communication as they have a wide range of opportunities to practice and enlarge English skills as well as improve their achievement.

The notion above indicates that the teacher classroom language or it is widely known as teacher talk (henceforth TT) typically has its own functions and features that differs itself from another style of speech. In one hand, TT deals with the form in which concerns on how teachers modify their classroom language in the teaching process to cope with the students' needs, such as the speed, phase, volume, clarity and so forth. On the other hand, it concerns with the function in which TT is employed to manage the classes, deliver the instruction, provide feedback, and assess students' performance. The last aforementioned function deals with the quality and the quantity of TT.

The importance of TT in ELT has been widely asserted in several studies. Accordingly, TT makes up around 70% of classroom language.² TT takes crucial roles not only as a major source of language learning but also as a tool by which the target language is taught. It cannot be denied that TT is occupied on the whole of teaching process not only as the object of the course, but also as the medium to achieve learning objectives. It is widely agreed that the language addressed by teachers in the classrooms determines the degree of achievement of their instructional objectives. In other words, both the organization of the classroom and the goal of teaching are achieved through TT.

¹Richards, J. C. *Longman Dictionary of Language Teaching & Applied Linguistics*, (Beijing: Foreign Language Teaching and Research Press, 1992), 471.

² Cook, V. *Second Language Learning and Language Teaching (2nd Edition)*. (Beijing: Foreign Language Teaching and Research Press, 2000).

Furthermore, Nunan points out that TT is crucially importance not only for the organization of the classroom but also for the processes of acquisition.³ TT plays important role for the organization and management of the classroom since the language that teachers occupy impact on the success or fail in implementing their teaching plans. Meanwhile, in terms of acquisition, TT is important because it functions as the major source of comprehensible target language input the learner is likely to receive. In sum, the amount and type of TT is even regarded as a decisive factor of success or failure in classroom teaching.

A part from its widely asserted essential, however, it is absolutely hard to define exactly the characteristics or features of effective TT look like to be employed in EFL classroom. This may be true that in reality teachers have encountered problems in delivering instructions. It is mostly the case that students are apparent lack of willingness to volunteer answer/response towards teachers' instructions/questions and even it is occasionally followed with silent responses. Besides, students tend not follow the instruction actively and often redo errors in grammar or lexis although they have received feedback.

In accord to above rationale, it is essential to seek the light how the teachers should occupy the language they have in the classroom. This article endeavors to discuss in greater depth the extent to which teachers should occupy their effective language to promote communicative classroom interaction in EFL learning. To begin with, the article highlights classroom interaction in second language acquisition. Then, it is followed by over viewing TT and its features. Additionally, the discussion is focused on the four types of effective TT; they are teachers' questioning, feedback, speech modification and negotiation of meaning. Each of features is attached with excerpts from real classroom teaching scripts to help readers easily catch the point. It is expected that this article provides more comprehensive knowledge and understanding about the merits of TT and how teachers should use their language effectively, especially on providing referential question, content feedback, speech modification and negotiation of meaning.

CLASSROOM INTERACTION

It is broadly asserted that researches in the field of second or foreign language context have revealed to a great extent the importance of classroom interaction that involves both input and output process.⁴ This statement notifies that the

³Nunan, David. *Language Teaching Methodology: A Text Book for Teachers*, (Cambridge: Cambridge University Press, 1991).

⁴Allwright, R., "The importance of interaction in classroom language learning," *Applied Linguistics*, Vol. 5(2) (1984), 156-171.

outcome of learning is much more affected by the classroom language used by teachers and the type of interactions set up in the classroom. The teachers influence the kind of interaction that occurs in their own classrooms and their language affects the nature of the interaction which in turn affects the success of students' learning. In other words, classroom instruction may influence the students' level of acquisition both in the form of meaningful interaction and in the form of linguistic rules as it is pointed out by Ellis.⁵

In second or foreign language learning, input takes essential role to the students' language development. As it is noted by Krashen, learning will only take place by means of a learner's access to comprehensible input.⁶ This hypothesis clearly emphasizes the importance of teachers' input towards the success of learning. It is asserted that comprehensive and right quantity input is the central concern that learners are able to learn language. The implication for language teaching is that the language occupied by teachers (TT) should be understandable in different forms and in right quantities. This is due to the fact that TT affects the language produced by the learners, the interaction generated, and hence the kind of learning that takes place.

Meanwhile, Long confirms that while exposure to comprehensible input is necessary, it alone cannot ensure acquisition.⁷ In order to acquire the language, teachers should provide a wide range of opportunity to the students to negotiate meaning when communication breaks down. Negotiation of meaning may help students increase their awareness towards language features which do not match the standard of the target language (TL) and the parts that are still beyond them.⁸ Additionally, Long has given prestige to comprehensible input but he puts more emphasis on two-way interaction, conversational adjustments as a result of negotiation and how negotiation can make the input more comprehensible.

On the other hand, Swain encompasses the importance of learners' output in language learning.⁹ In this notion, TT takes at least three important

⁵ Ellis, R., *Understanding Second Language Acquisition*, (Shanghai: Shanghai Foreign Language Education Press, 1985)

⁶ Krashen, S. *Principles and practice in second language acquisition*, (Oxford: Pergamon, 1982).

⁷ Long, M. & Sato, C., "Classroom Foreigner Talk Discourse: Forms and Functions of Teachers' Questions," in H Selinger and M. Long (eds.) *Classroom oriented research in Second Language Acquisition*, (Rowley, Mass.: Newbury House, 1983)

⁸ Gass, S. *Input, Interaction and the Second Language Learner*. (Mahwah, NJ: Lawrence Erlbaum, 1997).

⁹ Swain, M. 1985. "Communicative Competence: Some Roles of Comprehensible Input and Comprehensible Output in Its Development." In S. Gass & C. Madden (eds.). *Input in Second Language Acquisition*. (Rowley, Mass.: Newbury House, 1995).

contributions to make in enabling language learning. Firstly, TT encourages students to pay attention to not only semantic processing of the language but also syntactic processing. Additionally, the process of using the target language is also the process for students to test their hypotheses about it. It is also when students have to produce the target language that they realize how limited their interlanguage is. It is also when faced with negative feedback that they are “pushed” to come up with alternative linguistic forms to get their meanings across. Lastly, TT plays a metalinguistic function: learners use language to reflect upon their language use. Unlike reception-based theories represented by Krashen and Long, Swain’s theories have credited language development to learners’ attempts at actually producing the target language.

Based on those frameworks, it can be figure out that each theory reveals the effects of different types of classroom interaction on language acquisition from different perspectives. Some theorists have accorded importance to comprehensible meaning-focused exposure to the target language and other theorists have given significance to learners’ active negotiation and their production of comprehensible output. Despite different points of view, they all emphasize out the importance of interaction and negotiation in facilitating students’ second language acquisition. Taken as a whole, they have the following important implications for language teachers, such as teachers should ensure that the input that they provide to students is comprehensible, make every effort to be understood by each other by negotiating meaning, give students ample practice in actually using the target language especially for communicative purposes, need to broaden opportunities for learners to participate in a wide array of communicative contexts which allow their full performance of language functions.

TEACHER TALK AND ITS FEATURES

Rod Ellis notes that TT is the special language that teachers use when addressing L2 learners in the classroom in which it is treated as a register with its own specific formal and linguistics properties.¹⁰ In line with this, Richards confirms that TT is the variety of language sometimes used by teachers when they are in the process of teaching.¹¹ From the definitions, it can be pointed out that at least there are two important features that underlying the concept of TT. Firstly, the use of teacher’s language in the classrooms is different from

¹⁰ Rod Ellis, *Teacher-Pupil Interaction In Second Language Development*, 69-85

¹¹ Richards, J. *The context of language teaching*. (Cambridge: Cambridge University Press, 1992), 471.

that of the language used outside. TT has its own specific features which other varieties do not share and it also has its own special style of speech because it is restricted of the physical classroom setting, special participants, and the goal of teaching as well. Secondly, TT is seen as a special communicative interaction between teacher and students. The use of teacher talk is aimed at delivering the materials to the students, creating communicative interaction, and developing the students' language proficiency. In this sense, teacher talk is a kind of communication-based or interaction-based talk. Teacher talk is occupied in the classroom when teachers are conducting instructions, cultivating their intellectual ability and managing classroom activities.

Particularly, in the field of teaching English as a foreign language in Indonesia, classroom is regarded as the primary source where TT serves as the major target language input for the students. This idea is in line with Stern's opinion who conveys that if the second language is learnt as a foreign language in a language class in a non-supportive environment, instruction is likely to be the major or even the only source of target language input.¹² Consequently, it is undoubtedly justified that appropriate amount and quality of input provided through TT is the crucial element for successful language learning in the classroom.

Due to the fact that the distribution of teacher talk time (TTT) is crucial as one of factors that affects language learning, therefore, it is suggested that teachers ought to expose enough high-quality English language input and offer more opportunities for students to use the target language. Teachers may convey comprehensible information as well as express positive attitudes toward their students in the language classroom through TT. They should make attempt to manage TTT as a device to maximize their students' performance and interaction as well as promote positive attitudes toward their teachers.

If it is not, teachers may encounter problems in engaging the students in such productive communication in the classroom even though they have applied communicative language teaching practice. In this sense, TTT does not always refer to the amount of the language that teachers use in the classroom communication. Similarly, it is not always that all types of TT occupied by teachers guarantee that successful interaction happen in the process of learning. In accordance to this, Cullent suggests teachers to pay attention not only on how much TT should be occupied but also on how effectively it is able to facilitate learning and promote communicative interaction in the classroom, for instances,

¹² Stern, H.H. *Fundamental Concepts of Language Teaching*, (Shanghai: Shanghai Foreign Language Education Press, 1983), 400.

the kinds of questions they ask, the speech modifications they make when talking to the students, or the way they react to student errors.¹³

In respond with the idea above, Thornbury offers some characteristics of classroom language which are considered as being communicative; they are the use of referential questions, content feedback, speech modifications and negotiation of meaning.¹⁴ The criteria of communicative classroom interaction above are of course hard to implement in the teaching practice. For instance, the use of exclusive display questions and form-focused feedback are still dominant in the process of learning. On the context of teaching English at secondary level in Indonesia, it cannot be denied that commonly teachers still concern on the use of exclusive or excessive use of display questions that are far from being called communicative since it cannot result in genuine communication. Besides, the feedback provided by teachers is mainly focusing on form in which teachers only show interest in the correct formation of the students' contribution.

Those cases must be some of crucial aspects that can result in different learning outcomes, make students reluctant in learning, passive in joining the lesson, have less confidence and self-reliance, and have bad attitude toward TT itself. The absence of those criteria may result in less or uncommunicative interaction in the classroom. In order to provide adequate understanding about those language features, the following subheadings discuss each feature followed with excerpts as models of TT respectively.

OPTIMIZING REFERENTIAL QUESTIONINGS

Questioning is one of the most common techniques used by teachers and serves as the principal way in which teachers control the classroom interaction.¹⁵ The significance of questioning in language learning have been variously defined by some exerts. Teacher's questions are of extreme significance in which they can be used to let learners keep taking part in the discourse and even modify it so that the language will be more comprehensible.¹⁶ Furthermore, questions are used to help the teacher to ascertain the level at which their students understand

¹³ Cullen, R.. "Teacher Talk and the Classroom Context," *ELT Journal* volume 52/3, (1998), 179-187.

¹⁴ Thornbury, S. "Teachers Research Teacher Talk." *ELT Journal Volume* 50/4 (1996), 279-289.

¹⁵ Richards, J., & Lockhart, C., *Reflective Teaching in Second Language Classrooms*, (New York: Cambridge University Press, 1994).

¹⁶ Banbraook ,L.& P. Sekehan, "Classroom and Display Questions" In Rumfit and Michell. *Research in the Language Classroom*, (London: Modern English Publication in Association with British council, 1989).

the concepts presented during the instruction.¹⁷ In line with those, teacher's questionings can stimulate and maintain students' interest, encourage students to think and focus on the content of the lesson, enable the teacher to check students understanding, enable the teacher to elicit particular structures or vocabulary items and encourage student participation in a lesson.¹⁸

From the statement above, it is clear that teacher's questioning is pivotal to the instructional process because questioning is one of instructional tools that is frequently occupied by teachers to deliver the instruction. By using questioning, teachers can manage the class and deliver the instruction well. The use of sufficient questioning in the classroom can promote the teaching and learning language more effective and motivating. A good question plays significant role in deepening the lesson in language classroom. However, in order that questioning can assist the students' learning optimally, teachers should structure their questions in a way that they can be applicable and understood easily.

Questioning in the classroom context can be placed into some categories. It can be grouped in accord to its purpose: diagnostic, instructional, and motivational.¹⁹ Based on its type, question is also differentiated whether they are procedural, convergent or divergent questions.²⁰ It is also divided into three general terms: factual, conceptual, and provocative questions.²¹ Besides, another classification of question is based on Bloom's taxonomy. There are six levels of Bloom's Taxonomy and questions at each level require the students responding to use a different kind of thought process. These six levels cover: knowledge comprehension, application, analysis, synthesis, and evaluation.²²

With an increased concern for communication in language classrooms, several studies have distinguished between display question and referential question.²³ In accordance to the application of TT, these are discussed in greater detail. Display question is a kind of question in which the teacher knows the answer, while referential question is such question for which the response is not known to the teacher. The distinction between display and referential questions

¹⁷ Brualdi, A.C. "Classroom questions," *Practical Assessment, Research & Evaluation*, Vol. 6/6, (1998). Retrieved in January 22, 2012 from <http://PAREonline.net>

¹⁸ Richards, J., & Lockhart, C. *Reflective Teaching in Second Language Classrooms*, 185

¹⁹ Donald, K & Paul D. Eggen, *Learning and Teaching: Research based Methods*, (Allyn and Bacon, 1989).

²⁰ Richards, J., & Lockhart, C. *Reflective Teaching in Second Language Classrooms*, 186

²¹ Erickson, H.L., *Concept -Based Curriculum and Instruction for the Thinking Classroom*. (Thousand Oaks: Corwin Press, 2007).

²² Cooper, J.M., *Classroom Teaching Skills*. (Lexington, mass D.C: Heath, 1986).

²³ Brock, C. "The effects of referential questions in ESL classroom discourse," *TESOL Quarterly*, 20/1, (1986), 47-59.

is similar to that between closed and open-ended questions. However, they differ in that referential questions may be either open or closed but display questions tend to be closed. In line with its function, it can be explained that referential questions provide wide range of opportunity for the students to express their ideas without any restrictions and develop the output of the target language. On the other hand, display questions are those to which the answers are already known and which are designed to elicit particular structures, while referential questions are ones to which teachers, in naturalistic and classroom discourse, do not know the answers already.²⁴

In most classroom interaction, it is generally asserted that teachers dominantly used display questions in their TTT than that of referential questions. Teachers mostly lead the classroom interaction, initiate the communication, and urge students to take part on the question-answer activities. Unfortunately, display question is used more frequently by teachers. In vice versa, referential questions are occasionally occupied by teachers in particular circumstance. Whereas, the use of referential questions is broadly agreed to facilitate the students to speak more in the classroom discussion and improved their motivation to always use the target language as their own. Furthermore, the genuine conversation is going to achieve when teachers endeavor to use referential question. The students will attempt to participate in the Q & A or discussion by asking or replying questions, offering suggestions, or giving additional information voluntarily. Besides, the use of referential questions can involve the students in more negotiation of meaning between teachers and students or among the students themselves. In short, the use of referential questions does not only arouse students' interests but also help them develop their output and communicative ability in learning.

The extent to which the teachers use display question and kind of interaction happened is illustrated in excerpt 1.

- (1) T : Who want to say something, please... Have you ever failed to do something and you feel so sad or even frustrated on your life? // for example you can't steal someone's heart and gain her or his love?
- SS : ... (no reply)
- T : Volunteer please... Do you think that you have a bad experience on your life or failures that make you feel depressed?
- S1 : I still cannot make my former mother happy and // give back her kindness yet

²⁴ Richard & Lockhart, *Reflective teaching in second language classrooms*, 186

- T : Oh I'm sorry to hear that. When did your mom pass away?
- S1 : About three years ago err... she was sick very hard.
- T : Oh I see...may god put your mother in his paradise, and bless
: all your family. But one thing that you should remember // you
almost make your late mother feel happy when seeing you learn
English harder and harder to graduate from the university with
good result. That's it. Alright, the other please! What about
you?
- S2 : Ehm...I can't cook nicely although my mother teaches me
many times.
- T : I have that experience too... what kind of food do you like to
cook?
- S2 : Fried rice // yes fried rice

From the script, it is seen that the teacher assigns the student to tell her bad experience of failure, and he occupied display questions a lot to recall student's experience (S1), for instances, "*Have you ever failed to do something and you feel so sad or even frustrated on your life?*" In this case, he does not attempt to probe the student's ideas in greater depth, but she just redirects the question to another student (S2). The similar case is also happened when he asks S2 with similar question and he receives the response "*Ehm... I can't cook nicely although my mother teaches me many times*". The teacher does not try to probe the ideas deeply, but he only asks her what kind of food she likes to cook. As the result of this case, the conversation only runs concisely.

As a matter of fact, the teacher might sustain the communication if he is able to probe the questions by asking more referential questions, for example, assigning the student to tell her opinion why she cannot cook like her mother or to explain what should be done to improve the quality of her ability in cooking. In this void, the teacher exerts a tightly control over students by initiating display questions. Therefore, the student has limited chance to initiate the communication with the teacher or other students.

On the other hand, the use of referential questions may involve the students in more negotiation of meaning between the teacher and students or among the students themselves as it is seen in Excerpt 2.

- (2) L : What kind of story do you usually read?
- S2 : Ehm... // detective (*she felt very nervous to say*)

- L : The story about detective // Could you please tell me why you prefer reading this kind of story?
- S2 :(no response given)
- L : (while waiting for reply, the teacher encourages the student non verbally using gestures and) yes, please...// why do you like reading detective story?
- S2 : e...I // just like it (*speak in low voice*). May be because I am interesting in it...//when I read it I am always question who kill someone or do criminal // and I'm always curious the way how the detective finish the puzzle because the story until end ehm...//I can't predict.

The excerpt above highlights the data that the teacher receives more genuine conversation through the use of referential question. Previously, it is illustrated that the teacher gives display question to ask the student's preference in reading. As always, this sort of question is followed with a brief answer. In line with this case, the teacher tries to dig the student's reasons why she likes the story much. The teacher waits student's reply for a moment, then repeats the question once more time. Fortunately, the teachers can help the student to grasp idea and provide more comprehensible reason.

From the excerpt above, it is obviously seen that the teacher attempts to use referential question to optimize students' participation. When the teacher uses referential question, students are more likely encouraged themselves to produce more output in the target language and engage themselves in the classroom communication. In sum, it can be justified that the use of referential questions does not only arouse students' interests but also help them develop their output and communicative competence. It can create more interactive communication among the students in which they are more motivated to use the target language in the classroom, give and receive opinion, and discuss the topic more confidently.

FOCUSING ON CONTENT FEEDBACK

Providing feedback to students focusing on the content is one of important aspects of communicative teaching. This kind of feedback deals with a response to the message of what a student has said and it is regarded as the teachers' evaluation of the student response to help them improve the fluency of their

speaking.²⁵ Most experts and teachers agree that favorable feedback about content has a positive effect on the students' subsequent performance. This is due to the fact that the knowledge of poor results for some students can be devastating and suited with their language proficiency and the need in learning. Hence, this may serve not only to let students know how well they have performed but also to increase motivation and build a supportive classroom climate.

In accordance to providing content feedback, Cullen conveys four strategies that the teachers can use, such as reformulation, elaboration, comment and repetition.²⁶ A reformulation reshapes the student reply in a more acceptable language while an elaboration extends the content of the student reply and spices it up. Furthermore, a comment can be used when the teacher expresses personal opinions on a student reply while a repetition reiterates a student reply for confirmation. In line with these strategies, it is said that being responsive enables teachers to build on students' contributions, sustain interaction with students and signal their genuine interest in what students said.

The extent to which the teacher uses content feedback in the classroom questioning behavior is illustrated in the Excerpt 3.

- (3) S2 : eee...`I // just like it (*speak in low voice*). May be because I am interesting in it...//when I read it I am always question who kill someone or do criminal // and I'm always curious the way how the detective finish the puzzle because the story until end ehm...//I can't predict.
- T : You were curious to know how the detective solved the criminal cases // who was the murderer // do you know murderer? // someone who killed the victim. I believe that you also want to know the alibi as well right?
- S2 : Yes
- T : And to get all those answers, you must finish the whole story. That's quite interesting, isn't? Tell you the truth that I was used to read such kind of this short story when I was in senior high school. I could finish off one novel a day and this made me interested in learning English.

From the activity presented on excerpt 3, it is illustrated that the student tries to provide answer toward the teacher's question. She attempts to explain

²⁵ Cook, *Second Language Learning and Language Teaching (2nd Edition)*.

²⁶ Cullen, R., "Supportive teacher talk: the importance of the follow-up move," *English Language Teaching*, Vol. 56, Oxford: Oxford University Press, 117

why she is eager to read detective story although she is encountered with grammatical errors and lexis. In line with this, the teacher does not give correction towards her language, but he attempts to provide feedback focused on the content of student's idea. He reformulates the student's idea by using more acceptable sentence structure. He endeavors to reformulate the answer and provide comment towards the student's reply as he thinks that the answer is vague due to it is encountered with grammatical errors.

This sort of reformulation and comment are aimed at helping the student become more aware of the ideas given, realize the weakness and be more ready with the content of the case. Hence, this feedback provides motivation and very beneficial for her to prepare further ideas as good as possible. On the other hand, providing feedback focusing on the content is one of important aspects in creating communicative interaction in language teaching as the teacher can evaluate students' response to encourage them engage more actively in the classroom and facilitate students improve the fluency of speaking.

OCCUPYING SPEECH MODIFICATION

As it has been discussed previously that one of features of TT deals with the form in which it concerns on how teachers modify their language in delivering instruction in order to cope with the students' need in learning. Long & Sato observed all kinds of phenomena about TT and made some comparison between the languages that teachers use in and out of language classrooms.²⁷ Their main findings are such as (1) formal adjustments occur at all language levels, (2) In general, ungrammatical speech modifications do not occur, and (3) Interactional adjustments occur. In line with this idea, Chaudron confirms that teacher talk in language classrooms tends to show the following modifications: 1) rate of speech appears to be slower, 2) pauses, which may be evidence of the speaker planning more, are possibly more frequent and longer, 3) pronunciation tends to be exaggerated and simplified, 4) vocabulary use is more basic, 5) degree of subordination is slower, 6) more declaratives and statements are used than questions and 7) teachers may self-repeat more frequently.²⁸

The following Excerpt highlights the way how the teacher modifies classroom language in his subsequent TTT.

²⁷ Long & Sato, Classroom foreigner talk discourse: Forms and functions of teachers' questions

²⁸ Chaudron, *Second language classrooms: Research on teaching and learning*, 85

- (4) T : Who want to say something, please... (*T raises his hand followed with increasing the volume to elicit ss' reply*)
- SS : ... (*no reply*)
- Do you ever failed to do something and you feel so sad or even frustrated on your life? // for example you can't steal someone's heart and gain her or his love? (*T adds and gives further brief description and example toward his statement*)
- SS : Sss... (*choir response*)
- T : Volunteer please... Do you think that you have a bad experience on your life or failures that make you feel depressed? (*T repeats the question clearly with a short wait time and encourages students to speak up*) Yes what about you!
- S1 : I still cannot make my former mother happy and // give back her kindness yet

From the excerpt above, it is obvious that the teacher offers the question to the class whether the students have ever failed to do something and felt so sad or even frustrated on their life. The teacher raises his hand followed with increasing the volume to elicit students' reply. As it is often that the teacher's question is followed with empty response from the students. Seeing this condition, additionally the teacher repeats the question by slowing down the rate of speech with clear pronunciation. The teacher also provides further brief description and example toward his question in effort to catch students' participation. Unfortunately, he received students' response in choir since nobody wants to answer voluntarily. Facing this case, the teacher then repeats the question clearly with a short wait time and encourages students to speak up. Since nobody attempts to answer, the teacher nominates the question by pointing out one of students to tell her own experience or comment and asked the class to pay attention to her.

In some ordinary classroom teaching practices, moreover, it is revealed that some of most dominant modifications made by the teachers are the use of modified pronunciation, pause and self-repetition.²⁹ Teachers tend to modify their speech simplifying and exaggerating the pronunciation. They endeavors to simplify their pronunciation by slowing down the speed to emphasize particular information and ease students got the message. It is also seen that the teachers attempt to make pauses subsequently when they are talking to the students.

²⁹ Susilo, A., Ahmadi, & Widayawati, W., "Students' schemata activation in Extensive Reading at STAIN Ponorogo", *Kodifikasia*, Vol. 7/1 (2013), 155-174.

The teachers' pauses are varying in length depend on their efforts to achieve such particular purposes. Besides, another way used by the teachers in speech modification is wait time. This is a sort of pause during TTT used to wait students' answer before the teachers formulate further questions. The use of wait time is beneficial for the students due to the fact that they have adequate chance to process questions or reformulate responses.

PROVIDING NEGOTIATION OF MEANING

In order to set up communicative interaction, classroom should be managed to provide a context whereby students negotiate meaning. Students will obtain more comprehensible inputs if the teachers can set up negotiation of meaning in communication tasks and this is obviously fundamental in learning. Negotiation in meaning can be done by the teachers, for instances, by checking and clarifying problematic utterances produced by students. These negotiation strategies draw students' attention to a mistake in output without providing a correct target like form.

Furthermore, Oliver notes four types of implicit feedback that can be grouped together under the category of negotiation strategies. They are clarification requests, repetition, confirmation and comprehension checks. Clarification request is mainly used by the teachers to seek for clarification of the students' ideas that are incomplete or vague. This strategy is occupied to get the students verify their utterances to gain further ideas in greater depth. Repetition is used by the teachers by restating the students' ideas or answers to underline and convince the students that their statements are right or wrong. This strategy is seen to help the students to improve their understanding about the material and encourage them to uptake and retain the knowledge. Confirmation check is a kind of elicitation immediately following the student's previous utterance to confirm that it is understood well by the students. Moreover, comprehension check can be used to make sure whether the students' preceding utterance is understood by other students.

The extent to which negotiation of meaning is used in TTT can be exemplified in the following excerpt.

- (5) L : Oh I see that. Do you want to say something, fit?
 S3 : Yes, actually I want to continue study in university in Jogja.
 But my parents don't give me // permission.
 L : What was the reason why your parents forbid you to
 continue your study out of Ponorogo?

- S3 : Ehm...//If I go out, so there is no people in home.
 L : What do you mean?
 S3 : They just wanted me to err...accompany them and study in this town only.

It is very often that the student's response toward the teacher's question is superficial. Therefore, it is important to know the intended information conveyed by the student through clarification. The teacher can get the student clarify and elaborate the ideas given clearly and understandably. From the excerpt above, it is observed that the teacher asks for the reason why the parents of student forbid her to study in other city. Unfortunately, the student only provides a very short answer and it is unclear "Ehm...//If I go out, so there is no people in home". From this statement, it seems that the student is not able to elaborate her ideas and make up her statement in well-organized sentence. Therefore, the teacher attempts to probe her ideas. He probes the student's initial response to clarify her vague answer and get more comprehensible reasons. By doing so, the teacher can facilitate the students to learn English well, expose the target language as much as possible, ease the students to comprehend the material and enlarge their knowledge and performance in learning.

CONCLUDING REMARK

Teacher talk is well known as a kind of communication-based or interaction-based talk in which the language that teachers address to students functions not only to set up such communicative activities in the classroom but also to develop students' language competence. The amount and quality of teacher talking time should be fitted with learning objectives, students' proficiency levels and needs in learning. If it is fulfilled, the teachers' language might be adequately comprehensible to give language exposure to the students and essential to provide wide range opportunity for them to practice and perform their language.

Some communicative features of talk should be utilized well by the teachers to stimulate the students delivering ideas to others, encourage them to use the target language, and get the students' participation and performance in the classroom. The use of referential question facilitates the students to speak more in the classroom discussion and improved their motivation to always use the target language, and involve the students in genuine conversation and more negotiation of meaning between teachers and students or among the students

themselves. The existence of negotiation of meaning is better able to promote target language usage and make classroom interaction more communicative. Additionally, subsequent use of content feedback given by the teacher has positive effect on the students' subsequent performance. This can set up interactive communication, help the students to be more aware to get involved in the classroom discussion, facilitate them to be more confidence in conveying the ideas. Moreover, the use of appropriate and natural speech modifications such as modified pronunciation, pauses, or self repetition is obviously necessary to get the students' attention toward the task, give them valuable knowledge, provided a wide range of opportunities to process the input, reduce cognitive load, and comprehend the meaning of the word as well as teacher's instructions.

To sum up discussion, teachers are expected to be able to utilize such communicative features of talks properly, such as referential questions, content feedback, speech modification and negotiation of meaning to maximize their students' participation and performance in the classroom. If it is so, it is possible for the teachers to create communicative interaction in the classroom, expose comprehensible and valuable input-output process, engage and encourage students to use the target language optimally.

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